

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION

The Honourable Walter E. Harris,  
Minister.

INDIAN SCHOOL BULLETIN

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## INDIAN AFFAIRS BRANCH

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## Outside Influences on the Education of Children

The influences at work outside school make a great impression on a growing child. His home life, his early training, his playmates, the radio programs he listens to and the movies he sees, all have a part in shaping his character.

It is said that a child brings his home with him to school every day. Therefore teachers who find pupils difficult are not surprised to find that troubles that may have arisen at the breakfast table, or anxieties, real or imagined, that may be with a child every hour of the day, are responsible for his lack of interest in school work. The discerning teacher takes these things into consideration when dealing with children.

- From The Journal of Education,  
Nova Scotia, September, 1950.

### Note

These bulletins are for retention on file. They are NOT to be removed from schools by teachers. Indian Superintendents will check in their periodical visits to schools, to ensure that these bulletins are kept in the classroom.

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# indicates article of special interest  
to Indian Affairs Branch Officials.

Apologue from a Pedagogue

A teacher's life is filled with troubles  
Squirt guns, spitballs, gum that bubbles  
Whispers, notes, and comic books,  
Apple-polishers, dirty looks;  
Spring with its resultant fever;  
Earnest workers, gay deceivers,  
Homework papers overdue,  
Recitations and review;  
Grades, with the complaints they bring  
Bells that regularly ring;  
Youth that always keeps its bloom,  
Laughter filling up the room.  
And tho' I speak with indiscretion -  
I'm glad I chose this mad profession!

- British Columbia Schools,  
Elementary Edition,  
November, 1949 Vol. 5, No. 2.

13 THE WORK OF OUR INDIAN WELFARE TEACHERS

(This article will appear in two parts. The first part deals primarily with the work of two teachers; one at the Fort McPherson School, situated on the Mackenzie River near where it enters the Arctic Ocean, and the other at the Fort Norman School, also on the Mackenzie River. The next article will deal with the work of welfare teachers elsewhere.)

We often have enquiries concerning the work done by our welfare teachers. As you are aware, the classification of Welfare Teacher is one which was established in the Indian Affairs Branch some four years ago.

Before the Parliamentary Committee on Indian Affairs, our former Director, Mr. R. A. Hoey, described the difficulties being encountered in raising the standard of living on certain isolated Indian reserves. He made specific recommendations including the employment of social workers and the appointment of Welfare Teachers for such reserves.

Since then, we have gradually increased the number of such appointments until we now employ thirty-eight (38) welfare teachers.

Their work descriptions provide a fascinating story of unselfish devotion and depict real human sacrifice in achieving a worthwhile goal. Theirs is a work of real public service and the Department is very grateful to them for the many improvements which have resulted since their appointments.

It is difficult to outline the duties of these welfare teachers although in previous articles we have attempted to list what the Department expected them to do. The monthly reports from these teachers show that many of them have done much beyond the call of duty and have rendered real service to Canada.

Fort McPherson Day School

We can best illustrate by starting with the report recently submitted on the Fort McPherson Indian Day School, forwarded by Mr. J. W. McKinnon, Inspector of Schools for the Mackenzie District, Northwest Territories. It concerns the work of the teacher at our most northerly day school on the Mackenzie River, near the Arctic Ocean. Miss Stewart is a graduate of Queen's University with a First Class Teaching Certificate and 19 years of experience. She served for two years in the Canadian Women's Army Corps:

"During my visit the pupils were given a lunch at noon which consisted of cocoa and pilot biscuits. This whole affair was arranged by the pupils and managed as well as if it had been supervised by a group of adults. Miss Stewart is to be commended on the whole atmosphere of cleanliness that enters into the preparation of this lunch. The cocoa is nicely made and attractive. Pupils drink three or four cups of hot cocoa. The school lunch is serving a most valuable purpose in this school. These children really need more milk, fruit and vegetables in order that they may develop into good, healthy, well-rounded personalities.

Boys' Orchestra -

"From 7:00 p.m. - 9:00 p.m. every Tuesday, the above activity takes place. The Boys' Orchestra consists of several children; they play piano - accordian and other instruments. The little boys are organized into a Rhythm Band and are reading notes and studying music theory."

Drama Club

"The McPherson Drama Club meets every Thursday from 7:00 p.m. to 9:30 p.m. The children spend two hours in good, wholesome activities. This club gives plenty of practice in putting on little Indian plays and so forth."

Girls' Club

"The girls over 12 years of age meet every Friday from 7:00 p.m. to 9:00 p.m. There are 14 girls in this group. They spend their time making puddings, soups, cocoa, mixing Trumilk, knitting, crocheting, doing patch work, singing, and so forth. This group meets at the school.

Boys' Club

"This group consists of boys from 11 to 16 years of age. They meet every Friday from 7:00 p.m. to 9:00 p.m. Constable Hannochko of the

Local R.C.M.P. detachment is giving these boys some splendid training in boxing, ping-pong, woodworking, sports activities of various kinds, etc. I would suggest that Commissioner Wood be notified of the fine work which is being done by Constable Hannochko at Fort McPherson.

Morse Code

"Miss Stewart is giving several of the boys training in Morse Code. She gives three hours a week to this activity. Would it be possible for the Department to make some kind of an arrangement whereby boys taking this course would be given an opportunity to gain employment in the R.C.C.S. service in the North. This would be most encouraging to the local children.

Community Fair

"The idea of a local community fair is good as it fosters a pride in the local community and its work. Exhibits of all types of work are shown. This organization receives assistance from the Kingston Community Fair Committee. Perhaps, activities such as this account for the high standard of local handicrafts. While at this settlement, I saw some excellent embroidery work in silk, wampum belts, snow shoes, etc. A few of the local Indians make snowshoes and canoes of high standard. As the local handicrafts are of high quality, it would be a worthy effort if the few old-timers that excel in this art were paid by the Department to teach the others and thus, through our schools, do something to rehabilitate the native population. The local Hudson's Bay Company Manager at Fort McPherson is keenly interested in handicraft work and has done much to encourage same. He would be an ideal supervisor and promoter of handicraft work as he has had years of experience in this field.

Savings

"Some of the local Indians have bank accounts in the provinces and have been encouraged to save their money. As an example I might cite the case of Mrs. Jim Thompson, the mother of five children. As her husband is in the hospital, he is unable to provide fish and attend to his trap-lines. Yet, Mrs. Thompson is not on relief as she can draw on their Edmonton bank account. As Fort McPherson purchased more war bonds than any other community in the Northwest Territories, many of the local people have been educated into the way of saving.

Welfare

"Miss Ethel Stewart is working about 16 hours a day in order to elevate local conditions. From Monday to Friday, inclusive, she spends her time from 5:30 to 7:30 p.m. visiting homes and doing welfare work. From 9:00 a.m. to 12:00 noon on the first Friday of every month she attends to rations. Those unable to come may get their rations the following Monday from 3:30 p.m. - 5:30 p.m. Her time-table includes periods of two hours' duration at frequent intervals for purposes of helping the local people answer their mail and for advice on personal problems."

The other side of the picture is best illustrated by extracts from Miss Stewart's own welfare report covering January to March, 1950:

"During the month of January, school was closed during the measles epidemic. For the first two weeks everyone except the nurse was forbidden to visit the homes where people were ill. After that time, I was given permission by Dr. Ward to visit them also.

"Welfare hours during the quarantine, were from 10.00 a.m. to 2.00 p.m. During these hours, natives could call to see me about various matters - sickness, I.D. rations, dog feed and personal affairs. From 2.00 p.m. on, I visited the homes to see that the orders of the nurse were obeyed, i.e., that children were kept covered and warm - some of the natives think that if the child is hot from fever, that covers should be taken off. It was necessary to check by visiting, and other enquiry, the real need of help from the I. D. This work occupied my time often until 10.00 p.m. It was very difficult indeed to determine this especially when I feared that sick children might not have enough.

"Normally, most of the native families live out on their trapping grounds all winter where their dogfeed is stored, and wood is at the door. The epidemic forced the men to spend a great deal of time in the Fort and to get wood for their families, - a difficult job, owing to the distance they have to go to get wood and the small amount that may be hauled at one time with dogs. Therefore, they could not visit their traps as often as they should have done. It was not possible to bring up sufficient dog feed to supply the whole fort. Rations of dog feed were issued to help men get to their traps and to go hunting and in some cases to save the dogs.

"Though it was necessary to issue dogfeed this winter, I think it ought not to have been necessary if the people had gone out fishing the first of July instead of remaining in the Fort until August. Old Lucy Rat,

who went out July 18, had more dry fish than anyone in the Fort and did not require a ration. Now that the young people are dependent on their parents for their livelihood since the registration of traplines, it should not be so difficult for parents to assert some needful authority. I have already spoken to the chief and councillors about these matters.

"The John Vaneltsi were a very difficult problem. They would eat up a month's ration in about a week and come back asking for more, so I had to put them on a divided ration if the whole order of rationing were not to be upset. Jarvis Mitchell's too, were quite ineffectual, in the handling of their supplies, and I did the same with that family. In the case of John Robert and Elijah Andrew who received one ration, I am of the opinion that it was taken without need and I refused them any more help. There are no records of work done here previously, and it is very difficult to know the status of every family. I hope to make a file for every family in the Fort which will help me in my work and also be of assistance to a new worker coming in.

#### Other Welfare Activities

"Settling a quarrel between Abraham and Lucy Vaneltsi. Lucy threatened to leave Abraham because he was jealous and would not speak to her. I persuaded them that they should pay no attention to the gossip of people, since it was often caused by envy and cupidity, as it seems to have been in this case.

"Had a great deal of trouble with Charlotte Vaneltsi, who was not satisfied living with her uncle, John Vaneltsi, moved over with her parents, Abraham and Lucy, did not get along there, ran away several times, and once was out all night on the river. Finally settled her with old Lucy Rat. She is now down the river at Lucy's camp.

"Asked Game Warden McCall to set aside a trapping area for the school children and was given an area beside the Fort of six or seven lakes.

"At the time of the court hearings, one case of which concerned indecent action involving the school children, I gave a talk to the people about the bad language used before the school children, which may do some good."

#### Fort Norman Indian Day School

This is another northern school, situated on the Mackenzie River. The teacher last year was Mr. J. Coady, who has a First Class Teacher's Certificate with four years of provincial experience. Mr. Coady has this year moved even further north to the Fort Good Hope School. The following extracts are taken from his various reports of last year and show the keen interest being taken by this teacher in his work among the Indians at this northerly post:

"Since the beginning of the quarter, all native homes have been visited on an average of once a week. These visits were made in the interests of reviewing living conditions, regular attendance at school, type of food bought with Family Allowances, etc. Numerous visits have been made to homes known to be infested with vermin and I am pleased to report that this situation has been greatly relieved if not entirely overcome. Only one person, however, coming in from the bush, is needed to infect the Fort again as they are invariably lousy upon arrival.

"Care is exercised in seeing that all children in attendance at school are clean, hair combed, etc., before coming to school. If they appear at school unwashed, they are lined up and made to wash. Lifebuoy soap is distributed to the children and needy families.

"Vitamin pills are given to the children twice daily, as well as hot cocoa or milk and cookies being served during morning and afternoon recesses. This, I believe, wields a great influence in attracting the children to school.

"In co-operation with the local nurse, vital care is exercised in immunizing the children against smallpox, diphtheria, etc. During the last days of the month, all children have been X-Rayed for T.B.

"On September 19th, night classes were started in an effort to at least arrive the adult Indians at a point where they could read and write leisurely and do fundamental arithmetic. So far the response has been gratifying. A great deal of difficulty is experienced because of their constant moving from place to place, which tends to hold a check on their advancement. I find that the older Indians, who really have a desire to learn, experience very little difficulty in doing so. It is not uncommon for one of these

people to arrive at school unable to speak or understand a word of English, and at the end of the first session be able to entirely recite the alphabet and to read and understand thoroughly all the first of a series of Grade 1 books, "We Look and See". The highest register number is sixteen students, who vary in age from 12 to 50 years. Classes are held from 7.00 to 10.00 p.m. each Monday, Wednesday and Friday. Considerable home study is being carried out by a few of the more ambitious students while others even take new reading material on their trapping expeditions and thoroughly digest it during their leisure hours.

"A very Successful Hallowe'en party was held for the children, as well as a Christmas Concert, which was thoroughly enjoyed. Approximately forty dollars was expended in buying presents, etc., for the children. The money was donated by our local club and the teacher. Twenty pounds of candy was donated by the Hudson's Bay Company. In this and other ways, every effort is made to bring the natives closer to the school.

"Educational films are shown to the entire native group from time to time. Film strips are shown to the night classes once a week. A great deal of enthusiasm is displayed and the method is quite good in getting ideas across to those who have no command of the English tongue.

"A community club has been formed, using the school as a community and social center. Meetings are held monthly, and a program of suitable entertainment is in full swing, such as dancing, card parties, bridge, dog derbies, etc. We have as a goal, the erection of a curling rink. The building has already been procured from Imperial Oil Limited, but cold weather has delayed the plan of action until next summer."

From a further report, recently received at the Department, we read of the success met in connection with night classes:

"A great deal of success is to be reported in connection with night classes. One woman, who in September could not read or write, is now digesting a third grade reader, and even writes intelligent letters as well as being able to add and subtract.

"A great many of the natives became infested with vermin several weeks ago. Working in co-operation with the local R.N., we visited each home known to be infested and deloused them on the spot with D.D.T. In some homes, this was met with considerable reluctance, but we finally won out, and I am happy to report the situation is well in hand.

"Twice daily, each child attending school receives vitamin pills, hot chocolate or milk, and vitamin cookies. Our local nurse visits the school quite regularly and keeps inoculations and vaccinations up to date.

"On the last day of each month I donate a prize valued at approximately \$3.00 to the Indian child who has kept himself or herself the cleanest throughout the month. This has raised some keen competition amongst them. A goodly supply of soap is given them from time to time, so there is no excuse for not arriving at school washed and clean."

#### 14 SCHOOL SUPPLY REQUISITIONS

Again, it is time to start thinking about the ordering of the school supplies such as stationery, text books, etc., for the academic year 1951-52. We wish to thank all our school teachers and field officials for their co-operation in forwarding requisitions at the proper time. True, there were the inevitable few who forgot to order and then complained because of the non-arrival of their supplies.

There has been a great improvement in the forwarding of books by the Department of Public Printing and Stationery, although during the past year the shipping bill has not been enclosed with each shipment, which caused the teachers some inconvenience and annoyance. We have been assured, however, that the re-organization in this Department has progressed sufficiently that shipping slips will be going out with the parcels in the near future. On receipt of the parcel with the shipping slip, you, as receiver, are obliged to check one against the other, but you need not sign the slip and return it to Ottawa unless there is a shortage. This slip is for your information only. In fairness to the Department of Public Printing and Stationery it might be said that the re-organization which has taken place within this Department has resulted in much faster arrival of books and stationery at even our isolated schools. The requisitions have been also more complete in comparison to those of the past few

Shortages are still a problem in a few items as the demand for some text books and supplies has been so enormous, that the publishers and manufacturers have not been able to cope with the demand. This has led to delays on delivery of some of the supplies.

We are still not content to let the present system remain exactly as it is, feeling that still greater improvements can be made.

We are again putting out a pad of three separate types of requisition forms which are as follows:

- (a) Standard School Supplies - Stationery
- (b) Standard Text Books
- (c) Special Text Books required by different Course of Study.

The reason for breaking down requisitions into these three sections is that we are thus able to make faster delivery. The system was less confusing to teachers last year and they always had a guide list of what supplies and books were available.

Most of the teachers will not be in a position to order the Special Text Books required by the local Provincial Department of Education when the time comes to order the Standard Text Books and the Stationery. Therefore, in such cases the standard supplies should be ordered as needed and the special books as soon as the authorized text book list is received from the local Provincial Department of Education (usually in May or June) and the new books are definitely known.

#### Stationery Items

The Department of Public Printing and Stationery handles supplies for the whole Public Service, both in and outside of Ottawa. To cope with all the demands they carry in stock a large assortment of items, some of which have different varieties. They carry a dozen different types of pencils, from a lumberman's pencil to drafting and tracing pencils, various types of erasers, etc. (the list is too numerous to describe here). To avoid errors each item is given a stock number. Therefore, if you requisition for a pencil and list the stock number, you will get the pencil you want. You will note on the requisition forms, these stock numbers have been indicated opposite each item. It is imperative, therefore, that you quote this number at all times when ordering supplies or books by a letter or by Form I A 413. This is very important. If you fail to insert the stock number, the requisition might be returned with instructions to insert these numbers. To avoid this predicament, it is suggested that you either use or consult the Standard Supply (Requisition) list at all times when ordering your requirements.

#### Library Books

Last year's orders are still being shipped. Our difficulty now is to meet the demands for certain titles. In some cases practically every teacher in our schools wanted the same book. It has been a real headache to try to fill these orders without too many substitutions. However, we are gradually learning by experience of the interests of our pupils and teachers and are stocking more of certain types of books.

## PART II: TEACHING METHODS

### 15 THE USE OF CLUES IN PRIMARY READING

(Part 1 of a two-part article)

Many of our teachers who attended summer courses this year in the teaching of primary reading will know of the emphasis which is being placed on aids to pupils in the learning of reading.

You, as an adult, know and recognize words through several aids. When you come across an unknown word, you gather the meaning in one of several ways, summarized as follows:

- (1) From the context (commonly called the contextual clue).
- (2) You look at the form and appearance of the word (visual discrimination).
- (3) You divide the word into syllables (structural analysis)
- (4) You associate sounds with syllables or letters (phonic analysis)
- (5) You consult a dictionary - note that this is your last resort.

### Contextual Clues

The child, if he recognizes words, may know the meaning of an entire sentence or phrase. Meanings are helped by the shapes or characteristics of word forms, but before he can be sure of it, the child must have several opportunities to see it in print and to master it. He identifies a new word by seeing the printed word and hearing it used in a sentence at the same time. Eventually in grade 3 and upwards, he may analyse the word.

Teachers of Indian children must lean heavily on the pictures in their readers. These also provide a type of contextual clue. Before a page is read, talk about the picture and have the child establish what the children in the picture are doing. Be certain that they identify new words which will be appearing in the text - such as Kitten, Wagon, etc. Then, when the children come to this word in the reading, they will often be able to identify it without the teacher even telling them.

Here is where a problem peculiar to Indian schools enters the scene. Naturally, a child with a large speaking vocabulary has an advantage over a child poor in oral language. When a printed word is known, he already understands the meaning because it is in his listening and speaking vocabulary. Therefore, our teachers must always be aware of the need for enlarging the Indian child's vocabulary at every opportunity.

### Visual Discrimination

In the visual discrimination of words, teachers should use every exercise possible. The two exercises which are described below are but samples which can be adapted to the reading vocabulary of the readers being used. You will find other exercises described in the book "100 Types of Primary Seat Work" which should be in every school (see January 1950 issue of the Indian School Bulletin).

#### Words That Rhyme

Have your children draw a line under the word in each group that rhymes with the first word:

hat	road	blocks	cake	Mother	you	hair	mouse
say	toad	tree	take	play	white	chair	ducks
little	stand	why	boy	other	dog	chick	house
that	when	socks	girl	snow	blue	which	who

Teachers can build many other such groups of words, based on the reader which the children are using. The above are suggestions only and teachers should plan these exercises over the week-end, ready to be put on the blackboard when needed.

#### Words That Do Not Belong

Put the following groups of words on the blackboard. Have the children put a line through a word that does not belong in each group:

today	week	inches	rain	cloudy
yesterday	long	feet	pencil	coal
pen	day	yards	sunshine	snake
tomorrow	hour	swing	wind	hot
-----	-----	-----	-----	-----
school	big	horse	snow	damp
long	little	minutes	book	wet
short	large	seconds	ice	cake
wide	wagon	years	rain	dry

This last exercise is for late grade 2 and for grade 3 classes. Again, teachers can easily work out similar groups of words for grade 1 pupils based on the vocabulary of the children's readers.

Besides visual discrimination, teachers must also develop exercises enable the child to make auditory discriminations. So often, when inspecting schools, we can hear the results of careless teaching in the primary grades by listening to the pronunciations of words by pupils in grades 4 and upwards. The time and place for teaching the proper sounds of the English language is in the primary grades. Most Indian dialects have entirely different letter combinations than does the English language. For example, in British Columbia the Coast Indians use the "K" and the "Ts" combinations and one only needs to examine the names of some of our Indian schools in B.C. (Kitsegukla, Kispiox, Kitwanga, Kitwancool, Kitselas, Tsartlip, Tzouhalem, etc.) to realize how different are the sounds.

Therefore, you must teach your Indian pupils to detect likenesses and differences in word and letter sounds.

Start off by pointing out that some sounds are soft, some loud; some high, some low; some harsh, some sweet. Listen to the sound of the tractor, the fishing boat engine, the grinding of gears in a truck. A car backfires, a shot is fired, and then we hear the shrill sound of a whistle. Listen for bird calls, for animal noises, for rustling leaves in a tree.

Stretch a rubber band across a box, pluck the band and it vibrates and makes a sound. Put the end of a long stick to your ear and have someone scrape the other end. Have the child listen to phonograph records or radio music and pick out the different instruments.

To summarize, therefore, auditory discrimination is to notice the differences between such words as run, ran; come, came; leg, beg; bit, bat; met, mat, etc. The teacher says the word and the child listens. Here are some suggestive exercises:

(1) Listening for words that rhyme.

Use the old nursery rhymes, particularly the more simple ones such "Ding dong Bell, "Little Jack Horner Hickory, dickory Dock Pussy's in the Well. Sat in a Corner The mouse ran up the Clock.

(2) Listening for rhyming words in a list of words

mat, cat, not, rat, rot, sat.

The child tells the teacher which two words rhyme.

(3) Saying words that rhyme with, e.g. fight

The teacher gives the initial sound, such as l, m, n, pl.

(4) This is the opposite of (2) with the child selecting the word that does not rhyme - fat, sat, not.

(5) Giving other rhyming words that have the same final sounds

eep, - steep, keeper, op - shop, hop.

(6) Listening for endings which are added to the basic word

er, est, ly, s, ing, dear, dearer, dearest, dears, dearly.

(7) Calling attention to words that begin with the same consonant

fall, fat, for.

Sewing Lessons

Many of our teachers have commented favourably on a little booklet entitled "Sew Easy with Cotton Bags". Free booklets can be obtained for the members of your class by writing to:

The National Cotton Council,  
Box 76, Memphis, Tenn.

Make Your Lessons Objective

Get pamphlets and posters to make your lessons more interesting.

Scandinavia

Write to:

The Scandinavian Travel Commission,  
50 Rockefeller Plaza,  
New York 20, N.Y.

for the Educational Travel and Colour Booklet

"Scandinavia Invites"

Write to:

American Viscose Corporation,  
Box 864, G.P.O., New York, N. Y.

for copies of Rayon for Primary and Intermediate Grades.

Coffee

Write to:

Pan American Coffee Bureau,  
1201 Wall Street, New York 5, N. Y.

for an 18 page Colour booklet on coffee which is excellent for the teaching of Pan America.

Meat

Write to:

Department A.B. Swift and Company,  
Chicago, Ill.

for a booklet entitled "The March to Market" being a story of meat. You can obtain a copy for each pupil and also a teacher's manual.

Coal

Write to:

Bituminous Coal Institute,  
Educational Department,  
Southern Building, Washington 5, D.C.

for a free booklet entitled "Old King Coal Calls a New Tune".

France

Write to:

Department T.J.  
French National Tourist Office,  
Box 281, New York 10, N. Y.

for a new free booklet entitled "Come See France" for Grades 4, 5 and 6.

This is an excellent book and every teacher should order one for their Geography lessons.

Central America

Write to:

The Educational Service Department,  
United Fruit Company,  
Peer 3, New York 6, N.Y.

for these new elementary teaching aids. This catalogue lists and describes the teaching material available. Be sure to give the name, address and grades of your school.

Wheat

A descriptive leaflet of materials available on wheat and flour is available from

Wheat Flour Institute,  
Dept. 1 - 10 309 West Jackson Blvd.  
Chicago 6, Ill.

Fort Alexander Residential School, Clandeboye Agency, Manitoba.

News of the success of our Indian schools in various provincial exhibitions continues to reach the Department. Our congratulations go particularly to the Fort Alexander School which in the recent Manitoba Provincial Exhibition won

18 First Prizes  
18 Second Prizes and  
12 Third Prizes.

In some classes the Indian children finished 1 - 2 - 3

Cecilia Jeffrey Residential School, Kenora Agency, Ontario

Mr. T. C. Ross, Principal of the Cecilia Jeffrey Residential School, is to be congratulated on the Handbook which he has prepared for new members of his staff. This handbook is given to every new member of the staff with the aim of providing detailed information about how the school functions and to answer some of the questions that are bound to occur to those working for the first time in a residential school. It clearly outlines the purpose, method, and preparation and administration of the school with details as to meal times, school day routine, duties, etc. We feel that other schools might well copy his idea and suggest that you might write for a sample to Mr. Ross at this school with postal address of Kenora, Ontario.

Combined Cadet Corps, Alberta

Our congratulations are extended to Mr. Indian Superintendent Ragan and the Principals of the St. Paul's and Blood Residential Schools on the formation of a combined cadet corps. There are 25 pupils from the Blood Residential School and 26 pupils from St. Paul's, making a total unit of 51 boys. The Army has supplied equipment, etc., with plenty of ammunition for the .22 rifles.

The Indian lads are very enthusiastic and we welcome this addition to the growing number of cadet corps which have been formed at our Indian schools and on our Indian reserves.

Christie Indian Residential School, West Coast Agency, Kakawis, B. C.

We extend our congratulations to the staff and students of this school for the fine Golden Jubilee edition of their school newspaper "The TILLICUM". The fiftieth anniversary of this school was celebrated on June 19, 20 and 21 and this edition of their newspaper gives complete details of the happy event.

Ermeskin Residential School, Hobbema, Alberta.

Our congratulations are offered to the staff and students of this school for the fine results achieved in recent exhibitions. At the Calgary Fair, they won 43 First Prizes, 62 Second Prizes and 56 Third Prizes, totalling \$148.75.

At the Edmonton Fair, they received 42 First Prizes, 55 Second Prizes and 53 Third Prizes, amounting to a total of \$134.50.

Kootenay Residential School, Cranbrook, B. C.

The following is quoted from the local Cranbrook Courier report on the recent East Kootenay Fall Fair:

"School Exhibit"

For the second year the school exhibit of the St. Eugene Mission School surpassed all other entries in the quality, variety of work submitted and the arrangement of display and the R. Randolph Bruce Shield again went to this school.

"The quality of the art work was far superior in all forms. Printing, drawing, crayon work and the handicrafts were extraordinarily good for such small craftsmen. The leathercraft, shellcraft, needle work and model Indian Village, as well as the large drawings done in pastel crayons on muslin, were particularly worthy of comment."

Transfers of Indian Day School Teachers

One of the attractive features in teaching in Indian day schools is the fact that you can teach in other provinces in our system, regardless of the Provincial teaching certificate which you might hold. As a Federal School system, our regulations refer only to "teachers holding Provincial teaching certificates and do not differentiate or define, (other than by language) that a teacher must hold a certificate for the province in which the school is located.

As a result, many of our teachers apply each year for transfers to other provinces and many others apply for transfers within the province. It is always of interest to other teachers to learn where their friends are now teaching and so we annually publish a list of transfers between Day Schools.

1. Miss B.B. Barrett from Lake St. Martin School to Peguis # 4 School, Fisher River Agency, Manitoba;
2. Mrs. B.E. Bishop from Bella Coola School to Alberni School, West Coast Agency, B.C.
3. Miss R.M. Comeau from Burnt Church School to Red Bank School, Miramichi Agency, N.B.
4. Miss M.T. Cox from Lake Helen School to Mobern School, Port Arthur Agency, Ontario;
5. Reverend F.H. Donaghy from Sturgeon Lake School to Grand Rapids School The Pas Agency, Manitoba.
6. Miss S.A. Dougall from Mayo School, N.W.T., to Nanaimo Hospital School, B. C.

7. Miss M.E. Elliott from Little Pine School to Red Pheasant School, Battleford Agency, Saskatchewan;
8. Miss I.D. Erikson, Lake Harbour Eskimo School, N.W.T. to Goodfish Lake School, Saddle Lake Agency, Alberta;
9. Miss I.G. Fairservice from Kettle Point School to Walpole Island # 1 School, Walpole Island Agency, Ontario;
10. Miss M.L. Gattie from Sheshegwaning School to Sagamook School, Sault Ste. Marie Agency, Ontario;
11. Miss K. Jeffrey from Alert Bay Residential School to Kitamaat Day School, Bella Coola Agency, B. C.;
12. Miss E.M. Lingley from Pic School to Lake Helen School, Port Arthur Agency, Ontario;
13. Mrs. M. Longboat from Six Nations # 4 School to Six Nations # 9 School, Six Nations Agency, Ontario;
14. Miss M.H. Mackie from Skidegate School to Alberni Residential School, West Coast Agency, B.C.;
15. Mrs. M.F. MacNeil from Mobern School to Goulais Bay School, Sault Ste. Marie Agency, Ontario;
16. Mrs. I.G. Maxwell from Louis Bull School, Alberta, to Mohawk Residential School, Six Nations Agency, Ontario;
17. Miss M.K. Menzies from Cross Lake School to Norway House School, Norway House Agency, Manitoba;
18. Mr. F.C. Monaghan from Poormans School to Poundmaker School, Battleford Agency, Saskatchewan;
19. Miss E.B. Montgomery from Big Eddy School to Lake St. Martin School, Fisher River Agency, Manitoba;
20. Mrs. O.M. Moses from Six Nations # 3 School to Six Nations # 10 School, Six Nations Agency Ontario;
21. Mrs. M. Naponse from Rabbit Island School to Naughton School, Nipissing Agency, Ontario;
22. Miss K. Owchar from Rama School to Saugeen Village School, Saugeen Agency, Ontario;
23. Miss J.R. Phoenix from Peguis # 4 School to Peguis # 3 School, Fisher River Agency, Manitoba;
24. Miss M.M. Poirier from Fort Smith School, N.W.T. to Janvier School, Edmonton Agency, Alberta;
25. Miss I. Reesor from Walpole Island # 1 School to Walpole Island # 2 School, Walpole Island Agency, Ontario;
26. Mrs. Sylvia Sandy from Six Nations # 9 School to Six Nations # 11 School, Six Nations Agency, Ontario;
27. Mr. L.B. Silversides from File Hills Colony School to File Hills School, File Hills Agency, Saskatchewan;
28. Mr. A. Sincennes from Goulais Bay School to Dokis School, Nipissing Agency, Ontario;
29. Sister Mary Bernard from Caughnawaga School to Chenail School, St. Regis Agency, P.Q.;
30. Sister Mary Carmella from Caughnawaga School to Chenail School, St. Regis Agency, P.Q.;

31. Sister Claire Rita from Chenail School to St. Regis Village School, St. Regis Agency, P.Q. ;
32. Sister Marietta from St. Mary's School to Woodstock School, Kingsclear Agency, N.B.;
33. Sister Marion Theresa from Woodstock to St. Mary's School, Kingsclear Agency, N.B.;
34. Miss M.O. Smith from Alberni School, B.C. to Big Eddy School The Pas Agency, Manitoba;
35. Miss A.E. Waterman from Port Simpson School to Metlakatla School, Skeena River Agency, B. C.;
36. Mr. J.P. Wiensz from Kitamaat School to Lakalsap School, Skeena River Agency, B.C.;
37. Mrs. M.E. Wiensz from Kitamaat School to Lakalsap School, Skeena River Agency, B.C.;
38. Mr. L. Zbeetneff from Rosseau River School to Peguis # 4 School, Fisher River Agency, Manitoba;
39. Mr. W. Ard from Saugeen Village School to be Principal of St. Clair School, Sarnia Agency, Ontario;
40. Mr. H.S. Rawlings from Oneida # 1 School to be Principal of Caughnawaga U.C. School, Caughnawaga Agency, P.Q. .
41. Mr. J.R. Gardner from Kinistino School, Saskatchewan, to Upper Hay River School, Lesser Slave Lake Agency, Alberta;
42. Mr. F.G. Grist from Chehalis School to Douglas School, Williams Lake Agency, B.C.;
43. Mrs. A.L. Hughes from Goodfish Lake School, Alberta, to Sioux Lookout Hospital School, Ontario;
44. Mrs. E. Kibbee from Gull Bay School to Pic School, Port Arthur Agency, Ontario;
45. Miss M.E. O'Connor from Miller Bay Hospital School, B.C. to Weston Hospital School, Ontario;
46. Mrs. L. McCrimmon from Nut Lake School to Kinistino School, Touchwood Agency, Saskatchewan.

Penmanship Folders:

Start your children early in making decorated folders in which they can start saving a penmanship paper each month. Then in June the papers can be put in a single folder and carried home to show parents the progress made in writing from month to month during the school year.

Winter is Coming:

Now is a good time to use the children's interest in the coloured autumn leaves and the activities of the squirrels and birds. They should be made aware of the preparations of people and animals in making ready for the winter season ahead.

Posters in the Classroom:

Seasonal material left up too long gives the classroom a neglected appearance. Visitors are quick to observe this. Have you posted a picture or two relating to November activities and holidays to replace those you used at the beginning of school? The children are sure to notice the changes in pictures and posters and you will feel rewarded for your efforts.

The Weather:

As every experienced teacher knows, weather changes like a sudden rain, a flurry of snow, a high wind or a rapidly darkening sky, produce a definite reaction among the children in a classroom. Why not comment briefly on the change

allow the children a chance to see what is happening. Sometimes a mere word of assurance is helpful to the worried child.

#### Good Manners:

Be sure to devote time in your teaching program for the discussion on problems in group living. Do your children remember to open doors for older people? Do they await their turn when they go to the store? Do they pass the time of day when they meet the Indian Superintendent, the Missionary or other visitors?

#### Birds in the Winter:

An attractive bulletin has just been issued entitled "Attracting Birds with Food and Water". It is available from the following address:

Canadian Wild Life Service,  
Development Services Branch,  
Department of Resources and Development, Ottawa.

Another pamphlet available from the same address is entitled "Bird Houses and their Occupants".

We would recommend both of these bulletins to our teachers, particularly the first. It deals with feeding stations, planting for the birds, nesting materials, water, etc.

This will provide an excellent project for getting your little Indian pupils to "open up" and discuss in English the little happenings as the birds feed on the window sills or as they observe them at the school bird houses.

#### Monitor System

In a one-room ungraded school (such as many of our Indian day schools) it is almost impossible for the school to function smoothly and efficiently unless a monitor system is adopted and followed throughout the term.

In our inspections of schools, we have noticed that most efficient teachers favour the following monitors:

Boards and Erasers - Wipe off boards when needed but particularly at end of day.

Clean erasers nightly  
Keep chalk in order

Host and Hostess - Go to door if visitor comes.

Classroom Assist with sweeping, dusting and at end of day inspect rows for neatness.

See that plants are watered regularly.

Hall and Wash-room Monitor - See that paper towels and soap are used properly.  
Keep order when children get coats and lunches.

Librarian - See that books are in order  
Issue new pencils and erasers when authorized by teacher.

Passing and Collecting - Responsible for passing out of papers and books and receiving of same.

These Monitors should be appointed for a week at a time. Such a system gives every pupil a chance to help with the chores in the room and teaches all the pupils to be better citizens. You may think that the above provides too many monitors but most teachers find that the more frequently a child can be a monitor, the greater the interest. Of course, you must rotate the monitors from one duty to another. In the average classroom, each child can be a different monitor every other week.

#### Window Pictures

Many teachers find that coloured chalk is a good medium for decorating classroom windows. Soak the ends of the coloured chalk in a jar of water. Then with the wet chalk, outline a picture on the window glass in accordance with the occasion. The original colour of the chalk will appear on the glass. The big advantage of this system is that it does not shut out the light.

### Magic Mirror

One of the best ways of making your Indian pupils realize the need of cleanliness is a magic mirror. This is by the means of an inexpensive 8" x 10" wall mirror which is placed at the pupils' eye level.

Next to this mirror place a neatly printed card with the following questions:

1. Is my face clean as it can be?
2. Are my teeth bright and clean?
3. Is my hair neat?
4. What can I do to improve my appearance?

Be sure to place the mirror so that the children can not help but see this when they are passing out of the classroom at recess time. You know how you yourself look into a mirror at a store and check your appearance. Your "Magic Mirror" should do the same with the Indian children in your class.

### How I Teach My Beginners

(This article is contributed by Mr. Nelson Lauze, teacher at the Nelson House Indian Day School, The Pas Agency)

"During my 18 years of teaching at Nelson House, I have tried many ways of instructing my beginners and have come to the conclusion that the following is the most satisfactory:

First, it is most necessary that the teacher show himself to be a friend of the Indian child who is beginning school for the first time. He must remember that this little Indian boy or girl is stepping into a strange land of which he has heard his brothers and sisters talk. Unfortunately, many Indian mothers threaten their children with punishment by the teacher long before the little boy or girl begins school. Often he is the equivalent of the "policeman" to the little white boy or girl.

Making friends with the little child may be a long and slow process, often lasting 6 or 8 months. I don't believe in bribing them with candies, pictures, etc. I feel that the teacher must win their respect and confidence in other ways.

During this period of acquaintance the child is learning an English vocabulary by devices which will be described later. He is also learning to manipulate his pencil as the teacher in an ungraded school must let the beginner have seat work to keep him occupied while teaching the upper grades. At first he will make a few marks on his paper and try to erase them with his finger. Some Indian children will sit the whole day at their desks repeating this same procedure before realizing that they can create something with this pencil and paper. It may be only a shapeless bird, a dog, or star but he is proud enough of his accomplishment to show it to the other pupils sitting close to him. Before long, he is ready to let the teacher see his work, which means that he is learning to regard the teacher as a friend and adviser and one to whom he can proudly show his new achievements. The teacher must be careful not to intrude his comments on the work of the little pupil until this stage is reached.

Secondly, we must all realize the importance of teaching vocabulary only to Indian pupils during the first months of their school careers. I find that an excellent device is that of picture reading. I pin a large picture on the blackboard and proceed by pointing to the sky and have the children repeat SKY. Then I reproduce the sky on the blackboard and do the same for all inanimate objects. It is easy to teach animate objects and subjects which they can see, touch or feel in the classroom. It is also easy in this way to teach active verbs.

I then proceed to the teaching of colours, being careful never to teach more than two in a lesson. In teaching red and blue I point at various objects of these colours and have the children repeat Blue and Red until they can differentiate between them. Then I try to draw from the pupils the fact that Fred's pants are blue and have them say Blue Pants, Red Dress, etc.

In the meantime you are building up the story of the picture. Here is a girl throwing a red ball to the boy wearing blue pants, etc. There is a blue sky and red flowers are growing in the garden.

Thirdly, I find that phonics is a valuable means of assistance in the teaching of reading. I try to compare the sounds to familiar objects and illustrate these on the blackboard. M is a moose calling. B is a fat man running. S is a young duckling.

(Mr. Lauze then goes on to describe the construction of a picture dictionary in a way similar to that described in a previous article of the Bulletin. In addition to using the pictures as a means of teaching vocabulary, he also points out how this dictionary can be used for the teaching of phonics.)

"Every day I try to save 10 minutes in the morning and the same time in the afternoon for oral exercises. I ask them such questions as

"Who is your Mother?" "What is your name?"  
How old are you? Who is your father?"

I make them dance, jump, run to the door, open the door. Then I ask them to repeat as many of the things which they have done in the form of sentences. Once, to my surprise, a bright 6 year old boy was able to tell me the following story after a month in school:

"I am 6 years old. I opened the door. I shut the door.  
I was dancing. I was clapping my hands."

After the children become accustomed to this procedure, have one of them take the teacher's place each day and give the commands.

Gradually, we build up to the game of playing store, which they all enjoy so very much. Have the children bring as many objects as they can to play this game. As a result, you will have a miscellaneous collection of nails, old moccasins, gloves, mittens, tins of milk and baking powder, empty cartons of sugar, lard, butter, etc. I will never forget the day one little boy even brought in a dead mouse.

Allow the children to arrange their objects for sale on a large table while you are teaching another grade. The result may not be very artistic but it will bring much pleasure to these little Indians.

The next step is to price the various articles and you could have the older children assist you in setting these values, after the little ones are dismissed for the day. As by now, they will have learned their combinations in Arithmetic, have the pupils tell you the names of the various objects and also the price of each (clearly marked now on a tag.) This lesson will go something like this:

"How much are the gloves? The gloves are 25¢  
How much is milk? Milk is 10¢."

The gloves are 25¢  
Milk is 10¢"

This store can be used for many lessons. It can become a feature for two or three weeks at one side of your classroom. The blackboard behind the store can have the name of the trader such as "FRED'S STORE".

Never pass up the opportunity presented by a concert for having each child give an oral recitation. Have them dramatize songs or nursery rhymes such as "Old Mother Hubbard". Every child should participate even if he only recites a little verse of 4 lines. Start at least 6 weeks before Christmas so that the child will thoroughly know his recitation."

In concluding his article, Mr. Lauze tells of his Workbook "Arithmetic and Seat Work" which he is now preparing and which might be further described in a future issue of the Bulletin.

### Christmas Concerts

Mr. Lauze above points out the importance of showing the parents what their children are doing in school. Never pass up the opportunity of a Christmas Concert. Many schools will be well on their way by now towards the rehearsals for Christmas this year.

Moving Picture Film Circuits

As mentioned in the May and September Bulletins (page 9 of both), plans have been under way for some time to set up film circuits for residential schools.

With the kind cooperation of the Canadian Film Institute and National Film Board, these circuits have now been established.

The first two projects have been started in the Provinces of Saskatchewan and Alberta. In Saskatchewan eight schools are included and in Alberta there are ten. Each school has received a block (group of films) of approximately one hour's duration. The programmes vary considerably, - from pictures of the Royal Tour of South Africa to a film showing the game of soccer and finally there are quite a number of films dealing with general health.

Following are the schools in Alberta which are on the circuit: Crowfoot, Old Sun, Sacred Heart, St. Cyprian, Blood (R.C.) St. Paul's, Morley, Blue Quills, Joussard, and Grouard. The schools included in the Saskatchewan circuit are the following: Cowessess, Qu'Appelle, Muscowequan, St. Philip's, Duck Lake, Lac la Ronge, St. Alban's and Onion Lake.

The schools which are not on the ordinary mail service could not be included in the circuit. On the other hand, some schools which were close to great urban centres were not included either as such schools can obtain films very easily.

The residential schools on the circuits have possession of the blocks of films for one week and the Principals have been asked to show the films as widely as possible in their own schools, in their parish halls and in Indian communities.

The teachers of day schools located near Indian residential schools mentioned on the circuits are urged to contact the local Indian Superintendent in order to arrange a showing in their community.

It is our hope in the new year to establish one or two more circuits but at the present time we have no more films on hand. Schools which possess "film strip projectors", however, should write the Education Division and we shall arrange for programmes to be mailed.

BINDERS FOR INDIAN SCHOOL BULLETIN

The teachers and principals have been experiencing some difficulty in binding the Indian school bulletin in such a way as to make it presentable for inspection and be useful for ready reference when required.

To help in this matter, the Department is prepared to provide each teacher with a set of string binders 14" x 9", complete with perforations  $2\frac{3}{4}$ " centre to centre. You may drop a postcard to the Education Division now and the binders will be mailed.

VOLLEYBALL

Volleyball offers more fun and enjoyment to the beginner than probably any other athletic game. It may be played by young and old, male and female. Its playing technique is quickly learned, and its rules are neither difficult nor many. Besides, it is readily adapted to suit local requirements in regard to the number of players, the size of the indoor or outdoor space.

Standard Court: 60 x 30 ft., divided by a centre line 2 inches wide.

Height of Net: 8 ft. (Note: usual width of net is 3 ft., usual length 32 ft.)

Scoring: "Game" is 15 points, but must be won by 2 clear points (e.g. 18-16)

Fouls: Your opponents score if they are serving; you lose the ball if you are serving.

It is a foul if you (1) step over or on the line while serving.

(2) hit the net while serving or ball goes out of bounds;

(3) step over the centre line under the net;

(4) touch the net with any part of your body when the ball is in play;

(5) reach over the net under any circumstances.

to

(6) scoop, lift, shove or follow the ball, so that it comes <sup>rest</sup> momentarily in your hands; it must be clearly batted;

(7) play the ball twice in succession; some other player must handle it before you may play it a second time;

(8) give "four hits"; the ball must go over the net on the third play if not before;

(9) Serve out of turn.

Number of players to a team: Usually 6 with 3 in the front half of the court and the others in the back half. With children, 8 - 10 or 12 players make a good game too.

Fundamental Strategy (outside of service): To give the best pass possible to the set-up player in the front rank, so that the latter can set the ball up to the liking of the "spiker" who jumps into the air and spikes or kills it.

N.B. In introducing the game, it is well to break it up into the following units: (a) service (b) pass (c) set-up (d) attack.

THE GAME OF SNOW SNAKES

This is a real Indian game played by the Iroquois in Eastern Canada.

It is a very suitable game for children and young people and as equipment is very simple (good snow condition and home-made snakes), it is possible for all Indians throughout Canada to play this game. We are indebted for the following description of this wonderful game, - from which have sprung many other versions of stick games now played throughout the world, - to Supervising Principal J.C. Hill of the Ohsweken Reserve.

The Snake

The snake used for this game is a piece of wood from three feet to seven feet in length according to the strength and ability of the player or the rules of the particular competition. The width is usually about one inch and the thickness approximately one-half inch.

Although all kinds of wood are used, the best are (1) maple, (2) ironwood, (3) hickory (4) birch (5) cherry.

After a particularly straight branch has been found it is cut and shaped into the kind of snake required, the head being slightly turned up

Sometimes a lead head is added for balance or lead is put into the head). The Iroquois usually paint the head and add eyes and mouth so that it looks like a snake head. Finally the "snakes" are oiled, shellacked or varnished and prior to a competition they will be waxed according to the snow condition. The player keeps it a deep secret what kind of shellac, varnish or wax that he uses.

Each player should have several kinds of snakes as different woods and weights are used for different snows, i.e. thawing, you use light snakes; hard track, you use heavy snakes; fresh snow, you use light snakes, etc. Again there is a difference between cold fresh snow and wet fresh snow.

To begin with you will probably all be about even in ability and skill but later on various classes may have to be developed according to what improvement takes place so that we may talk about first, second and third class snake throwers.

#### The Game

The game between two persons is played as follows:

Each player throws two snakes. Whoever has the longest throw scores one point. If the two snakes of one player are first and second that player scores two points. The total point to be reached is usually 5, 7, 9, or almost any total the players decide on.

Team games, of course, can be established and run in exactly the same manner as the individual games.

#### The Track

A pole about four inches in diameter and from twenty to thirty feet in length is drawn through the snow in a straight line to make the track.

The beginning of the track, which is called the "shoot" is built up in the snow at a height of about two feet.

#### Holding & Throwing

The snake is held by the players with the index finger pressing against the end of the snake and the thumb and middle finger on each side of the snake. It can be thrown underhand, sidehand, or any other way depending upon the individual player.

#### Attention in Throwing

Great care must be taken that spectators are behind the thrower as it is possible that snakes may go off the track and jump in among the group and serious injury may result---"

The game of snow snakes is played not only by children but as a major game among the Iroquois adult Indians. To own a "pit of snakes" is somewhat in the class of the man who owns a "stable of horses". The owner of the snakes is called a "shiner". They "raise" snakes and prepare them for throwing. The "shiner" will go to a competition with as many as two dozen snakes and two or three players to throw them for him.

The "shiner" will study the snow conditions very carefully before the match and select snakes and players accordingly. In professional matches it is the owner of the snakes i.e. the "shiner" who receives the prizes and then pays off his players just as a horse owner would receive the prize and pay his jockey.

Although no official record has been kept of the distance a snake can travel it is not unusual that snakes have been thrown from one-half to three-quarters of a mile and I have heard of one Indian having thrown a snake a distance of one mile.

### INFORMAL GAMES

Most schools have been supplied with certain games equipment such as softballs, volleyballs and footballs but many schools have not enough pupils to form teams, nor enough playing space to play the game properly.

However, there are many informal games which can be played with little or no equipment. Following are some of them:

#### "Circle Dummy"

The players sit in a circle with the feet pointed towards its centre where a chosen player, the "Dummy", is standing. The players stretch their arms out forward-upward, and the dummy-- holding himself as stiffly as possible -- falls on to them. The players push the dummy around, and whoever lets him fall becomes the next dummy.

### Circle Dodgeball

Divide the players into two groups. One side forms a circle while the other one scatters inside it. The circle men throw a volleyball, soccer ball, or basketball at the inside man, trying to hit them. Those in the centre dodge the ball as well as they can without leaving the circle. Hits above the knees do not count. Passing is allowed. Those hit either: (a) withdraw from the circle; (b) join the players in the circle until the centre is cleared; or (c) drop "dead" inside the circle and remain there until all have been dropped. Game over, teams exchange positions.

Variation: as above, but with a soccer ball. The outside team may kick and head the ball, but not touch it with the hands.

### "Mass Soccer"

Goal lines constitute the goals -- the goal posts, goal and penalty areas are not used. Soccer rules apply, except that the start is made with both teams placed behind their respective goals and the ball in the centre of the field. At the whistle the players rush for it and attempt to kick it over the opposing goal.

### "Dual Soccer"

Same as ordinary Soccer, but played with two balls, preferably two referees, and no off-side rules.

## OTHER GAMES

### Coat-and-Hat Relay

Give an old hat and a rain coat to the first player in each team. At the signal he runs to the turning line, putting on the coat and hat as he goes, returns, takes them off and gives them to the second player, who repeats. The coat and hat must be entirely on when the player returns to the starting line.

### Games of Combat

#### "Indian Wrestle"

The two opponents lie on their backs on the floor with their heads in opposite directions, trunks close, and near arms locked at the elbows. Three counts are given: on the first each player lifts his leg nearer the opponent to a vertical position; on the second he lowers it to the floor; on the third he raises it again, hooks his opponent's leg, and tries to roll him over backward. Both contestants then swing right around and repeat the wrestle with the other legs.

### Skipping Rope Exercises

Rope jumping has long been considered an excellent activity for body conditioning and agility. On request skipping ropes are available for use in our schools but the teacher requesting them should make sure that the children are taught properly.

Rope skipping makes an attractive drill for exhibitions. If the children are dressed in gym. costumes using highly decorated ropes, stunts and routines executed with precision can be a real feature of any physical education demonstration.

### Fundamental Gymnastics

(Some definitions and explanations)

#### Alternate

- To the left and right side.  
Left or right foot, leg, arm.  
(Always begin with left)

#### Single

- Using only one arm or leg

#### Trunk Bobbing

- Deep rhythmical springs of the trunk  
from the hip joint.

#### Circling

- Complete circular motion.  
(a) in anterior-posterior plane  
(b) in diagonal-lateral plane

#### Flinging

- A movement taking place in shoulder or hip joints -  
by forceful flinging of the arms and legs to  
limit of range of movement.

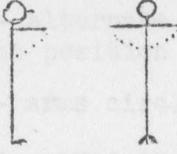
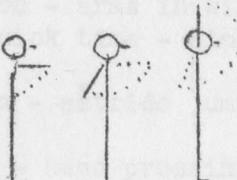
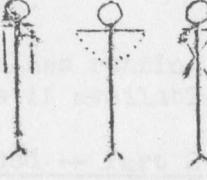
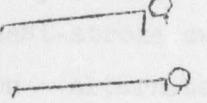
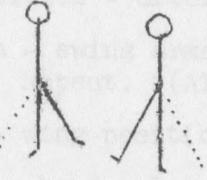
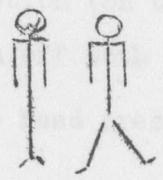
#### Swinging

- A movement taking place in shoulder or hip joints  
by an easy free swing of arms and legs from one  
position to another.

EXERCISES

Although it is important that both teachers and pupils know the "working positions", each exercise usually has a name which is used when directing a class.

Thus the teacher would explain and demonstrate "easy and strong" - and thereafter it should only be necessary to call out "easy and strong" in order to make the pupils perform.

Exercise	Illustration	Effect	Explanation
Forward and Sideways		Str. arm elevators	Swing fwd. to rch. downw. - sidew. to yd. Palms facing in rch., down in yd. A relaxed movement.
Easy and Strong		Str. upper back muscles; stretch. of chest muscles. Str. arm elevators	Swing fwd. to reach downw. to drg., upwd. to stch. downw. to drag. Repeat.
Clock Swings		Str. arm elevators	Swing to yd., and down to X. A sudden stop at shoulder height.
Front Rest, arm bend. & stretch.		Str. chest muscles and arm extensors.	Keep the back straight and head up.
Hopping with toe touch from side to side		Str. calf and foot muscles.	Hop with left foot to side, and on next hop put right foot to side. Keep toes well pointed.
Astride Hopping		Leg strength	Done lightly on toes. May be combined with one or more hops on the spot.

Composition of "Gymnastic Tables"

Each Bulletin will bring additional exercises and full tables but teachers and pupils can themselves compose suitable tables.

In composing such tables refer to introductory remarks on Fundamental Gymnastics in the September Bulletin.

At the end of the year send in YOUR boys' and girls' tables and the best ones will be reproduced in next year's Bulletins.

PHYSICAL TRAINING TABLES

(Explanation of position - refer to September issue)

TABLE 1 -- Part 1

March to open formation, numbering whilst on the move, (over the left shoulder) according to the number of rows required. The counting should be done as the left foot hits the floor.

1. At attention-heels raising and lowering with fingers stretching.
2. Stride stand - trunk bending downward to touch ground with hands in beats of 3 and upward stretch with hands reversed.
3. Stride stand - wing position - trunk bending from side to side.
4. Stride stand - cross position - arms swinging sideways.
5. Stride stand - hands on lower ribs - deep breathing.
6. Stride stand - alternate ankle grasp with both hands, passing through upright position each time.
7. Stride stand - arms circling backward.
8. From attention - arms in wing position - alternate knee raising in quick time - aim for 120 to the minute.
9. Wing position - astride jumping.
10. At attention - head pressing backward with fingers stretching.  
Deep breathing.
11. Finish with class running - then marching and singing (play records if available).

TABLE 1 --continued -- Part 2

1. Arms in reach position - arms swinging sideways to yard.  
(Time of breast-stroke swimming). Back to reach and repeat.
2. Wing position - alternate - knee raising - foot bending.
3. Hand squat position - alternate leg stretching backward - forward.
4. From attention - swing arms to reach then to drag then to stretch and back to drag. Repeat. (Also called easy and strong)
5. Stride stand - wing position - alternate slow trunk turning.
6. Walk standing - hands clasped behind back - head pressing backward with arms reaching downward.
7. Slow running action (on the spot) with foot pointing straight to front.
8. Skipping action off both feet.
9. At attention - head pressing backward with fingers stretching - Deep breathing.
10. Stride stand - hands on lower ribs - deep breathing.
11. Finish with class running, then marching and singing.  
(Play records if available).